



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2008  
Code: 12351634  
SAU: MSAD 41  
School: Penquis Valley High School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9
Science and Technology Results .....	10-12

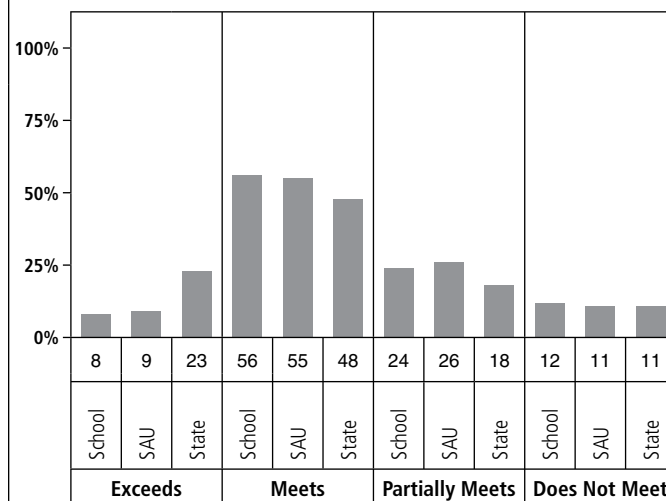
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 8  
SAU: MSAD 41  
School: Penquis Valley High School

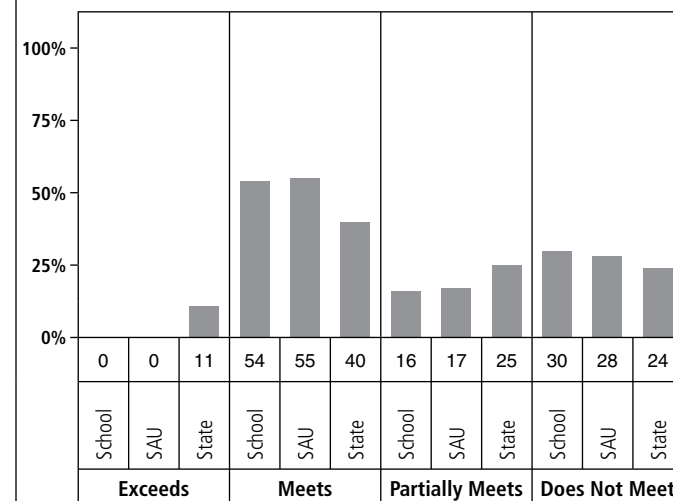
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	827	827	845
2006–2007	841	841	847
<b>2007–2008</b>	<b>846</b>	<b>846</b>	<b>849</b>
Cum. Avg. *	837	837	847
<b>Mathematics</b>			
2005–2006	829	830	840
2006–2007	834	833	842
<b>2007–2008</b>	<b>838</b>	<b>839</b>	<b>841</b>
Cum. Avg. *	833	834	841
<b>Science &amp; Technology</b>			
2005–2006	834	835	846
2006–2007	839	839	847
<b>2007–2008</b>	<b>845</b>	<b>846</b>	<b>847</b>
Cum. Avg. *	839	839	847

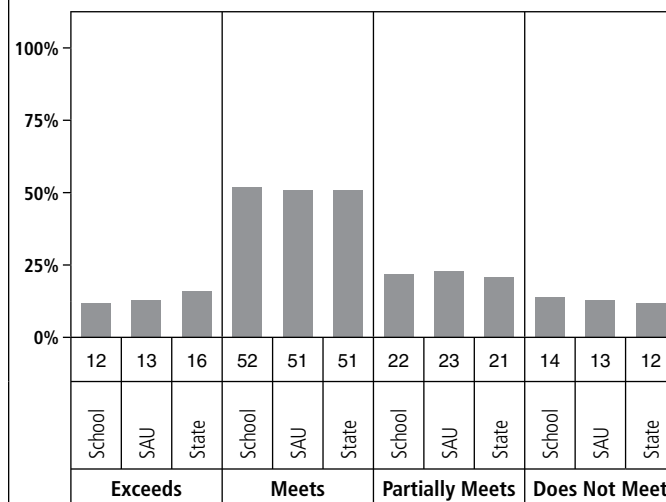
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 8  
 SAU: MSAD 41  
 School: Penquis Valley High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	51	100	48	100	15274	100	50	98	47	98	15102	99	50	98	47	98	15097	99	50	98	47	98	15080	99						
Ethnicity African American/Black	1	2	1	2	368	2	1	100	1	100	356	97	1	100	1	100	360	98	1	100	1	100	356	97						
American Indian or Native Alaskan	0	0	0	0	120	1	0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
Asian or Pacific Islander	0	0	0	0	186	1	0	0	0	0	181	97	0	0	0	0	182	98	0	0	0	0	182	98						
Hispanic	0	0	0	0	139	1	0	0	0	0	136	98	0	0	0	0	136	98	0	0	0	0	136	98						
Caucasian/White	50	98	47	98	14461	95	49	98	46	98	14312	99	49	98	46	98	14302	99	49	98	46	98	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	7	14	7	15	2508	16	6	86	6	86	2446	98	6	86	6	86	2441	98	6	86	6	86	2431	98						
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99						
Economically disadvantaged	29	57	27	56	5420	35	28	97	26	96	5329	99	28	97	26	96	5324	99	28	97	26	96	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	44	86	41	85	12703	83	44	86	41	85	12694	83	44	86	41	85	12710	83						
Identified disability (PET/IEP)	1	2	1	2	437	3	1	2	1	2	421	3	1	2	1	2	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	3	7	1	2	229	2	3	7	1	2	231	2	3	7	1	2	230	2						
Participation with accommodations	6	12	6	13	2221	15	6	12	6	13	2227	15	6	12	6	13	2197	14						
Identified disability (PET/IEP)	5	83	5	83	1832	82	5	83	5	83	1844	83	5	83	5	83	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	1	17	1	17	213	10	1	17	1	17	202	9	1	17	1	17	204	9						
Participation through alternate assessment (PAAP)	0	0	0	0	177	1	0	0	0	0	176	1	0	0	0	0	173	1						
Identified disability (PET/IEP)	0	0	0	0	177	100	0	0	0	0	176	100	0	0	0	0	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	1	2	1	2	140	1	1	2	1	2	143	1	1	2	1	2	160	1						

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 8  
SAU: MSAD 41  
School: Penquis Valley High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	1	1	1	2	2695	17
	2006-2007	2	3	2	4	2407	16
	<b>2007-2008</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>9</b>	<b>3428</b>	<b>23</b>
	Cum. Total*	7	4	7	4	8530	18
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	21	31	20	32	6830	42
	2006-2007	30	45	26	46	7494	49
	<b>2007-2008</b>	<b>28</b>	<b>56</b>	<b>26</b>	<b>55</b>	<b>7179</b>	<b>48</b>
	Cum. Total*	79	43	72	43	21503	46
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	11	16	10	16	3741	23
	2006-2007	22	33	17	30	3628	24
	<b>2007-2008</b>	<b>12</b>	<b>24</b>	<b>12</b>	<b>26</b>	<b>2706</b>	<b>18</b>
	Cum. Total*	45	25	39	23	10075	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	34	51	32	51	3003	18
	2006-2007	12	18	11	20	1810	12
	<b>2007-2008</b>	<b>6</b>	<b>12</b>	<b>5</b>	<b>11</b>	<b>1611</b>	<b>11</b>
	Cum. Total*	52	28	48	29	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	35.1	62.7	35.3	63.0	36.9	65.9
<b>Literary Text</b>	<b>28</b>	<b>50</b>	17.1	61.1	17.1	61.1	18.3	65.4
<b>Informational Text</b>	<b>28</b>	<b>50</b>	18.0	64.3	18.2	65.0	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: MSAD 41  
 School: Penquis Valley High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	50	4	8	28	56	12	24	6	12	846	47	9	55	26	11	846	14924	23	48	18	11	849
<b>Ethnicity</b>																						
African American/Black	1										1						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	0										0						179	32	39	18	11	852
Hispanic	0										0						131	18	38	27	17	846
Caucasian/White	49	4	8	28	57	11	22	6	12	846	46	9	57	24	11	847	14149	23	49	18	10	850
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	6	0	0	1	17	1	17	4	67	823	6	0	17	17	67	823	2269	3	24	32	42	833
No	44	4	9	27	61	11	25	2	5	849	41	10	61	27	2	850	12655	27	52	16	5	852
<b>Current LEP</b>																						
Yes	0										0						308	8	30	27	34	837
No	50	4	8	28	56	12	24	6	12	846	47	9	55	26	11	846	14616	23	48	18	10	850
<b>Economically disadvantaged</b>																						
Yes	28	0	0	17	61	7	25	4	14	843	26	0	62	27	12	843	5222	12	44	25	19	843
No	22	4	18	11	50	5	23	2	9	850	21	19	48	24	10	850	9702	29	50	14	7	853
<b>Migrant</b>																						
Yes	0										0						7	0	86	0	14	850
No	50	4	8	28	56	12	24	6	12	846	47	9	55	26	11	846	14917	23	48	18	11	849
<b>Gender</b>																						
Female	24	4	17	14	58	5	21	1	4	852	22	18	55	23	5	852	7198	30	48	15	7	853
Male	26	0	0	14	54	7	27	5	19	841	25	0	56	28	16	842	7726	17	49	21	14	847
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	14	0	0	4	29	8	57	2	14	839	13	0	23	62	15	838	807	9	41	32	18	842
No	36	4	11	24	67	4	11	4	11	849	34	12	68	12	9	850	14117	24	49	17	10	850
<b>Gifted/talented program</b>																						
Yes	0										0						592	71	28	1	0	867
No	50	4	8	28	56	12	24	6	12	846	47	9	55	26	11	846	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 8  
SAU: MSAD 41  
School: Penquis Valley High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	26 62 10 2	0 4 0 0	0 13 0 0	8 17 2 1	62 55 40 100	3 7 2 0	23 23 40 0	2 3 1 0	15 10 20 0	844 848 840 846	28 60 11 2	0 14 0 0	62 54 40 100	23 25 40 0	15 7 20 0	844 848 840 846	9 46 41 5	10 20 28 28	39 50 49 44	24 20 15 15	26 11 7 12	841 849 852 850
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	34 54 12 0	3 1 0 0	18 4 0 0	9 16 3 0	53 59 50 0	4 8 0 0	24 30 0 0	1 2 3 0	6 7 50 0	850 846 832 0	36 55 9 0	18 4 0 0	53 58 50 0	24 31 0 0	6 8 50 0	850 846 830 0	33 53 11 3	31 21 14 6	48 51 41 34	14 19 25 26	7 9 20 35	853 849 844 836
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	24 44 26 6	4 0 0 0	33 0 0 0	6 14 7 1	50 64 54 33	2 5 5 0	17 23 38 0	0 3 1 2	0 14 8 67	856 845 844 823	26 40 28 6	33 0 0 0	50 63 54 33	17 26 38 0	0 11 8 67	856 846 844 823	31 49 18 2	42 19 5 4	44 54 42 29	8 19 31 32	6 9 22 34	857 849 840 835
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	13 61 26	0 2 2	0 7 17	4 16 6	67 57 50	1 8 2	17 29 17	1 2 2	17 7 17	841 848 847	14 59 27	0 8 17	67 58 50	17 31 17	17 4 17	841 849 847	15 65 19	16 23 30	44 49 49	22 18 14	18 9 8	845 850 852
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	6 53 40	0 1 3	0 4 16	0 15 10	0 60 53	1 8 3	33 32 16	2 1 3	67 4 16	816 848 848	7 50 43	0 5 16	0 59 53	33 36 16	67 0 16	816 849 848	9 53 38	8 17 36	33 51 48	28 21 11	31 11 5	838 848 855
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	53 39 8	2 2 0	8 11 0	16 10 1	62 53 25	8 4 0	31 21 0	0 3 3	0 16 75	849 846 824	52 39 9	8 11 0	58 56 25	33 22 0	0 11 75	849 848 824	43 51 6	23 25 9	48 49 43	19 17 24	10 9 23	849 851 842
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	14 22 14 50	2 2 0 0	29 18 0 0	4 7 2 15	57 64 29 60	1 2 2 7	14 18 29 28	0 0 3 3	0 0 43 12	857 853 834 843	13 23 13 51	33 18 0 0	50 64 33 58	17 18 33 29	0 0 33 13	856 853 837 843	18 41 13 28	31 28 20 12	47 49 49 47	13 15 18 26	9 7 12 16	852 852 848 844
<b>How do you feel about the following statement?</b> <i>“My knowledge of reading will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	39 51 8 2	3 1 0 0	16 4 0 0	11 14 1 1	58 56 25 100	4 6 2 0	21 24 50 0	1 4 1 0	5 16 25 0	850 844 836 846	39 50 9 2	17 4 0 0	56 57 25 100	22 26 50 0	6 13 25 0	849 846 836 846	43 48 6 2	31 18 11 6	48 50 43 36	14 20 24 32	7 12 21 26	853 848 843 839
<b>Optional school/SAU question</b> A. B. C. D.	60 20 20 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 0 0 0	33 0 0 0	2 1 1 1	67 100 100 0	817 814 828 0	60 20 20 0	0 0 0 0	0 0 0 0	33 0 0 0	67 100 100 0	817 814 828 0						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 8  
SAU: MSAD 41  
School: Penquis Valley High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	1	1	1	2	1714	11
	2006-2007	4	6	3	5	1952	13
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1657</b>	<b>11</b>
	Cum. Total*	5	3	4	2	5323	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	23	34	22	35	5533	34
	2006-2007	16	24	14	25	5870	38
	<b>2007-2008</b>	<b>27</b>	<b>54</b>	<b>26</b>	<b>55</b>	<b>5956</b>	<b>40</b>
	Cum. Total*	66	36	62	37	17359	37
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	12	18	11	17	4764	29
	2006-2007	23	35	18	32	3982	26
	<b>2007-2008</b>	<b>8</b>	<b>16</b>	<b>8</b>	<b>17</b>	<b>3729</b>	<b>25</b>
	Cum. Total*	43	23	37	22	12475	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	31	46	29	46	4251	26
	2006-2007	23	35	21	38	3534	23
	<b>2007-2008</b>	<b>15</b>	<b>30</b>	<b>13</b>	<b>28</b>	<b>3579</b>	<b>24</b>
	Cum. Total*	69	38	63	38	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.8	48.8	7.9	49.4	8.4	52.5
Cluster 2: Shape and Size	14	25	5.7	40.7	5.9	42.1	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	4.4	55.0	4.5	56.3	4.6	57.5
Cluster 4: Patterns	18	32	8.1	45.0	8.2	45.6	8.9	49.4

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: MSAD 41  
 School: Penquis Valley High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	50	0	0	27	54	8	16	15	30	838	47	0	55	17	28	839	14921	11	40	25	24	841
<b>Ethnicity</b>																						
African American/Black	1										1						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	0										0						181	24	42	20	14	848
Hispanic	0										0						131	7	34	26	33	836
Caucasian/White	49	0	0	27	55	8	16	14	29	838	46	0	57	17	26	839	14140	11	41	25	23	841
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	6	0	0	1	17	0	0	5	83	818	6	0	17	0	83	818	2265	1	14	22	62	824
No	44	0	0	26	59	8	18	10	23	841	41	0	61	20	20	842	12656	13	45	26	17	844
<b>Current LEP</b>																						
Yes	0										0						315	5	24	20	51	828
No	50	0	0	27	54	8	16	15	30	838	47	0	55	17	28	839	14606	11	40	25	23	841
<b>Economically disadvantaged</b>																						
Yes	28	0	0	11	39	5	18	12	43	832	26	0	38	19	42	832	5217	5	30	29	37	834
No	22	0	0	16	73	3	14	3	14	846	21	0	76	14	10	847	9704	15	45	23	17	845
<b>Migrant</b>																						
Yes	0										0						7	0	43	43	14	838
No	50	0	0	27	54	8	16	15	30	838	47	0	55	17	28	839	14914	11	40	25	24	841
<b>Gender</b>																						
Female	24	0	0	14	58	2	8	8	33	838	22	0	59	9	32	838	7199	11	40	26	23	841
Male	26	0	0	13	50	6	23	7	27	838	25	0	52	24	24	839	7722	11	40	24	25	841
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	14	0	0	3	21	3	21	8	57	827	13	0	23	23	54	827	806	3	20	30	47	831
No	36	0	0	24	67	5	14	7	19	842	34	0	68	15	18	843	14115	12	41	25	23	842
<b>Gifted/talented program</b>																						
Yes	0										0						592	58	39	2	1	864
No	50	0	0	27	54	8	16	15	30	838	47	0	55	17	28	839	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 8  
SAU: MSAD 41  
School: Penquis Valley High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	26	0	0	9	69	1	8	3	23	843	28	0	69	8	23	843	9	5	30	23	41	833
B. less than one hour	62	0	0	17	55	5	16	9	29	838	60	0	57	18	25	839	46	10	40	26	25	840
C. one to two hours	10	0	0	1	20	1	20	3	60	827	11	0	20	20	60	827	41	14	42	25	19	843
D. more than two hours	2	0	0	0	0	1	100	0	0	834	2	0	0	100	0	834	5	14	38	23	24	842
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	27	0	0	6	46	3	23	4	31	835	28	0	46	23	31	835	30	17	43	22	18	845
B. They match some of what I have learned.	45	0	0	14	64	3	14	5	23	840	46	0	67	14	19	842	50	10	42	26	22	841
C. They match just a little of what I have learned.	29	0	0	7	50	2	14	5	36	838	26	0	50	17	33	839	17	6	32	29	33	836
D. There is no match.	0										0						4	3	18	25	54	828
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	22	0	0	8	73	1	9	2	18	846	23	0	73	9	18	846	26	29	46	14	11	851
B. good	34	0	0	13	76	3	18	1	6	844	34	0	81	19	0	847	45	7	46	27	20	841
C. fair	32	0	0	5	31	4	25	7	44	832	32	0	33	27	40	832	23	1	26	34	38	833
D. poor	12	0	0	1	17	0	0	5	83	823	11	0	0	0	100	818	5	1	14	29	57	827
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	50	0	0	14	58	4	17	6	25	840	49	0	59	18	23	841	34	4	35	28	32	836
B. about the same as my regular schoolwork	44	0	0	10	48	4	19	7	33	834	44	0	50	20	30	836	52	10	43	26	21	842
C. easier than my regular schoolwork	6	0	0	2	67	0	0	1	33	843	7	0	67	0	33	843	13	33	40	14	13	852
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	50	0	0	15	65	3	13	5	22	841	47	0	70	15	15	843	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	41	0	0	9	47	3	16	7	37	835	44	0	47	16	37	835	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	9	0	0	1	25	1	25	2	50	836	9	0	25	25	50	836	6	9	27	27	38	835
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	10	0	0	1	20	1	20	3	60	827	11	0	20	20	60	827	9	6	38	27	29	837
B. two or three days a week	4	0	0	1	50	1	50	0	0	845	4	0	50	50	0	845	16	8	38	27	27	839
C. two or three times each month	30	0	0	7	47	5	33	3	20	838	30	0	43	36	21	837	28	12	41	27	21	843
D. never or almost never	56	0	0	18	64	1	4	9	32	839	55	0	69	4	27	841	48	13	40	23	24	842
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	60	0	0	20	67	4	13	6	20	841	62	0	66	14	21	840	38	14	42	23	21	843
B. two or three times a week	32	0	0	6	38	4	25	6	38	835	30	0	43	29	29	838	33	10	41	26	23	841
C. two or three times each month	6	0	0	1	33	0	0	2	67	831	6	0	33	0	67	831	18	10	36	27	27	840
D. never or almost never	2	0	0	0	0	0	0	1	100	826	2	0	0	0	100	826	11	7	34	26	33	836
<b>How do you feel about the following statement?</b> <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	50	0	0	18	72	3	12	4	16	844	53	0	72	12	16	844	54	14	44	23	18	844
B. agree	38	0	0	8	42	3	16	8	42	833	36	0	47	18	35	835	38	8	36	27	28	838
C. disagree	8	0	0	1	25	2	50	1	25	834	6	0	0	67	33	829	6	6	31	28	36	835
D. strongly disagree	4	0	0	0	0	0	0	2	100	826	4	0	0	0	100	826	2	3	23	25	49	831
<b>Optional school/SAU question</b>																						
A.	60	0	0	0	0	0	0	3	100	813	60	0	0	0	100	813						
B.	20	0	0	0	0	0	0	1	100	824	20	0	0	0	100	824						
C.	20	0	0	0	0	0	0	1	100	806	20	0	0	0	100	806						
D.	0										0											

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 8  
SAU: MSAD 41  
School: Penquis Valley High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	1	1	1	2	1879	12
	2006-2007	4	6	4	7	2192	14
	<b>2007-2008</b>	<b>6</b>	<b>12</b>	<b>6</b>	<b>13</b>	<b>2371</b>	<b>16</b>
	Cum. Total*	11	6	11	7	6442	14
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	26	39	24	38	8604	53
	2006-2007	25	38	21	38	7916	52
	<b>2007-2008</b>	<b>26</b>	<b>52</b>	<b>24</b>	<b>51</b>	<b>7630</b>	<b>51</b>
	Cum. Total*	77	42	69	42	24150	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	12	18	12	19	3618	22
	2006-2007	18	27	15	27	3340	22
	<b>2007-2008</b>	<b>11</b>	<b>22</b>	<b>11</b>	<b>23</b>	<b>3175</b>	<b>21</b>
	Cum. Total*	41	22	38	23	10133	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	28	42	26	41	2174	13
	2006-2007	19	29	16	29	1865	12
	<b>2007-2008</b>	<b>7</b>	<b>14</b>	<b>6</b>	<b>13</b>	<b>1731</b>	<b>12</b>
	Cum. Total*	54	30	48	29	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	7.9	56.4	8.0	57.1	8.1	57.9
Cluster 2: Physical Sciences	14	25	7.9	56.4	8.1	57.9	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	6.3	45.0	6.4	45.7	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	8.2	58.6	8.2	58.6	8.5	60.7

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008  
Grade: 8  
SAU: MSAD 41  
School: Penquis Valley High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	50	6	12	26	52	11	22	7	14	845	47	13	51	23	13	846	14907	16	51	21	12	847
<b>Ethnicity</b>																						
African American/Black	1										1						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	0										0						181	20	50	15	15	849
Hispanic	0										0						131	5	50	22	23	842
Caucasian/White	49	6	12	26	53	10	20	7	14	846	46	13	52	22	13	846	14129	16	52	21	11	848
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	6	0	0	1	17	0	0	5	83	826	6	0	17	0	83	826	2258	3	29	31	37	836
No	44	6	14	25	57	11	25	2	5	848	41	15	56	27	2	849	12649	18	55	20	7	850
<b>Current LEP</b>																						
Yes	0										0						315	4	29	25	42	834
No	50	6	12	26	52	11	22	7	14	845	47	13	51	23	13	846	14592	16	52	21	11	848
<b>Economically disadvantaged</b>																						
Yes	28	2	7	13	46	7	25	6	21	842	26	8	46	27	19	843	5206	8	45	28	20	842
No	22	4	18	13	59	4	18	1	5	850	21	19	57	19	5	850	9701	20	55	18	7	850
<b>Migrant</b>																						
Yes	0										0						7	29	57	14	0	852
No	50	6	12	26	52	11	22	7	14	845	47	13	51	23	13	846	14900	16	51	21	12	847
<b>Gender</b>																						
Female	24	2	8	14	58	6	25	2	8	846	22	9	55	27	9	845	7196	14	52	23	12	847
Male	26	4	15	12	46	5	19	5	19	845	25	16	48	20	16	846	7711	18	51	20	12	848
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	14	0	0	5	36	7	50	2	14	838	13	0	31	54	15	838	804	6	38	34	22	841
No	36	6	17	21	58	4	11	5	14	848	34	18	59	12	12	849	14103	16	52	21	11	848
<b>Gifted/talented program</b>																						
Yes	0										0						592	63	35	1	0	865
No	50	6	12	26	52	11	22	7	14	845	47	13	51	23	13	846	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 8  
SAU: MSAD 41  
School: Penquis Valley High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	26 62 10 2	2 4 0 0	15 13 0 0	7 17 2 0	54 55 40 0	2 7 1 1	15 23 20 100	2 3 2 0	15 10 40 0	845 847 840 834	28 60 11 2	15 14 0 0	54 54 40 0	15 25 20 100	15 7 40 0	845 848 840 834	9 46 41 5	10 14 19 19	40 52 53 47	26 22 19 21	23 12 9 14	842 847 849 848
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b> A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	52 32 8 8	3 1 1 1	12 6 25 25	16 8 1 1	62 50 25 25	7 3 1 0	27 19 25 0	0 4 1 2	0 25 25 50	849 843 838 839	51 32 9 9	13 7 25 25	58 53 25 25	29 20 25 0	0 20 25 50	849 845 838 839	29 49 18 5	19 16 13 9	54 51 51 39	19 22 23 29	9 11 13 23	849 848 846 842
<b>Which of the following best describes how you rate yourself as a student in science?</b> A. very good B. good C. fair D. poor	40 46 14 0	2 4 0 0	10 17 0 0	12 12 2 0	60 52 29 0	3 5 3 0	15 22 43 0	3 2 2 0	15 9 29 0	846 848 835 0	40 45 15 0	11 19 0 0	58 52 29 0	16 24 43 0	16 5 29 0	846 850 835 0	23 54 20 3	28 15 5 2	51 55 45 35	13 21 32 34	8 9 18 29	853 848 842 838
<b>How difficult was the science part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	18 55 27	2 3 1	22 11 8	3 14 8	33 52 62	2 7 2	22 26 15	2 3 2	22 11 15	847 845 844	20 54 26	22 12 8	33 52 58	22 28 17	22 8 17	847 846 844	27 59 13	15 15 21	49 53 51	22 22 18	14 10 10	846 848 850
<b>How hard did you try on the science part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	47 49 4	4 2 0	17 8 0	10 15 1	43 63 50	7 3 0	30 13 0	2 4 1	9 17 50	847 846 832	48 48 4	18 9 0	41 64 50	32 14 0	9 14 50	847 847 832	40 55 5	15 17 12	51 53 41	22 21 25	12 10 22	847 848 843
<b>Which courses do you plan to take before you graduate from high school?</b> A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	27 18 16 39	2 1 3 0	15 11 38 0	5 6 5 9	38 67 63 47	5 1 0 5	38 11 0 26	1 1 0 5	8 11 0 26	845 847 860 838	28 20 15 37	15 11 43 0	38 67 57 47	38 11 0 29	8 11 0 24	845 847 861 839	25 24 22 29	11 18 30 8	53 53 47 52	23 20 14 27	13 10 8 14	846 849 853 844
<b>How do you feel about the following statement?</b> <i>“My knowledge of science and technology will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	34 48 16 2	2 3 1 0	12 13 13 0	11 14 1 0	65 58 13 0	2 5 3 1	12 21 38 100	2 2 3 0	12 8 38 0	848 848 835 834	34 47 17 2	13 14 13 0	63 59 13 0	13 23 38 100	13 5 38 0	848 849 835 834	27 54 15 4	23 15 10 7	51 53 50 39	17 21 26 30	9 11 14 24	851 847 845 841
<b>How well does the following statement reflect your future goals?</b> <i>“I am interested in a career related to science, technology, engineering, or mathematics.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	30 36 24 10	3 0 1 2	20 0 8 40	9 10 6 1	60 56 50 20	2 4 4 1	13 22 33 20	1 4 1 1	7 22 8 20	849 840 846 850	30 34 26 11	21 0 8 40	57 56 50 20	14 25 33 20	7 19 8 20	849 841 846 850	25 37 26 12	24 15 12 8	52 50 53 48	15 22 23 28	8 12 12 15	851 847 846 844
<b>Optional school/SAU question</b> A. B. C. D.	60 20 20 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	3 1 1 0	100 100 100 0	828 808 816 0	60 20 20 0	0 0 0 0	0 0 0 0	0 0 0 0	100 100 100 0	828 808 816 0						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number